

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title  | Email and Phone                   |
|-------------------------------------|---|-----------------------------------|
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## Plan Summary [LCAP Year]

### General Information

El Camino Real Charter High School (ECRCHS) serves approximately 3,550 students in grades 9-12. ECRCHS is located in the Woodland Hills section of the San Fernando Valley within the City of Los Angeles. ECRCHS serves all students who reside in the former attendance boundaries of the school who wish to attend. In the 2018-2019 school year, 44% of students entered ECRCHS through the lottery, and these students reside in 70 different zip codes. ECRCHS offers a comprehensive high school education with a range of levels, including special education, College Preparatory (CP), Honors, Advanced Placement (AP), and Intervention courses. We boast a diverse student body with the following racial breakdown: 25% White; 36% Hispanic/Latino; 25% Asian/Filipino/Pacific Islander; 2% African American; 3% Two or More Races; and 0.26% Native American (source: CDE Dataquest May 2019). Special Education students, comprising 9.34% of the student population, have access to special day class (SDC) and resource teachers. Additionally, we offer three small learning communities (SLCs), Humanitas, STEAM and Advancement Via Individual Determination (AVID). In the 2018-19 school year, ECRCHS offered 24 AP courses, as well as the aforementioned CP, and honors level classes. The school also offers a range of visual and performing arts options, technical arts (including graphic design and woodshop), two academies (Art and Design Academy and Careers in Entertainment Academy), and fields 23 Varsity sports teams.

In recent years, El Camino Real Charter High has prioritized the shift to Common Core Instruction in all classrooms and equitable access to instruction for all students. A number of initiatives have been implemented to support this major change in the schools culture including the use of Common Formative Assessments or CFAs in all departments to gauge students progress, development of Professional Learning Communities or PLCs, an Equity Advisory Committee to exchange ideas and information about inclusive practices, a co-teaching model with six (6) co-taught classes to benefit students with special services, as well as, an Intervention program for early identification of students in danger of failing.

This three year plan is the result of on-going conversations and meetings held with stakeholders as well as observations made by stakeholders during the COVID-19 pandemic. The goals stated herein are the targets that move us closer to our vision for the aforementioned priorities and the action steps show the intended implementation process for each. The pandemic has shown us that we are prepared technologically, well-equipped professionally, and modifying instruction reasonably, and developing culturally.

## Reflections: Successes

El Camino Real Charter High School has encountered a great deal of successes over the years. As it relates to the most recent data on the California Dashboard from 2019, the following are successes:

- Met Standards in Five areas. They are: 1) Basics: Teachers, Instructional Materials, & Facilities, 2) Implementation of Academic Standards, 3) Parent and Family Engagement, 4) Local Climate Survey, and 5) Access to a Broad Course of Study.
- Performed at the second highest level for Graduation Rate.
- Performed at third highest level for English Language Arts, Mathematics, and College/Career Readiness.

## Reflections: Identified Need

While there is much to celebrate, there are also areas that need improvement. The goals and action steps within this plan will help to address the needs, and they are:

- Second lowest level for our Suspension Rate. (This number has since improved)
- Students with disabilities scored in the lowest tiers of performance
- African American students and English learners scored in the bottom tiers of performance

## LCAP Highlights

The key features of this years LCAP are as follows:

- 1) Common Core focused (i.e., standards-based instruction in every classroom)
- 2) Assessment of and for student learning
- 3) Preparing students for college and/or careers
- 4) Equitable and Culturally Responsive Instruction
- 5) Addressing students' mental health and social emotional needs

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The stakeholder process is always ongoing, whether formal or informal. El Camino Real Charter High School administrators and parent groups regularly meet throughout each school year to share and exchange ideas and information. Due to the COVID-19 pandemic, all meetings beginning August 2020 were held virtually using Microsoft Teams or GoToMeeting virtual conferencing platforms. The Assistant Principal for Curriculum and Instruction began meeting with stakeholder groups in March 2021. The Meetings Schedule is below:

## August 2020

SSC Meeting #1

Schoolwide Learning Continuity and Attendance Plan (LCP) input and review

Learning Continuity and Attendance Plan (LCP) survey sent to student body for input

## September 2020

SSC Meeting #2 Single Plan for Student Achievement (SPSA) input and review

LCP Approved at monthly board meeting

## October 2020

SSC Meeting #3 Title I funding update by Mr. Wood

Parent Advisory Committee (PAC) Meeting #1 to review/discuss SPSA

## November 2020

SSC Meeting #4

## December 2020

SSC Meeting #5

SPSA Approved at monthly board meeting

## January 2021

SSC Meeting #6

## February 2021

SSC Meeting #7

Administrator review of new LCAP terms/process

PAC Meeting #2 to review/discuss/input LCAP

Attended Virtual LCAP state-level meetings

### March 2021

SSC Meeting #8

Met with Administrators to present the new LCAP process

Met with Parent Advisory Committee to review/discuss LCAP

### April 2021

SSC Meeting #9 to review/discuss/input LCAP

PAC Meeting #3 to review/discuss/input LCAP

ELAC Meeting #1 to review discuss/input LCAP

Padres Latinos Meeting #1 to review/discuss/input

LCAP Committee formed and held meeting #1

### May 2021

Administrator review/modifications of LCAP updates

SSC Meeting #10 to review/discuss/finalize LCAP

Weekly LCAP Committee meetings

Initial Board presentation of 2021-2024 LCAP, Annual Update, and Budget Overview draft

A summary of the feedback provided by specific stakeholder groups.

Combined feedback from PAC, ELAC, SSC, LCAP Committee, Administrators, and Students is as follows:

#### **Areas ECRCHS has improved:**

- 1) Translation of documents in multiple languages
- 2) Development of Programs and Initiatives to support mental health such as a new Wellness Center
- 3) School-to-Home Communication (includes communication between teachers and administrators to parents and vice versa)
- 4) Teachers have gone out of their way to support students during the pandemic
- 5) Posting of information for all stakeholders viewing
- 6) Support for high-risk learners

#### **Areas ECRCHS still needs improvement:**

- 1) Development and/or Staffing of needed positions in a timely manner (e.g., marketing coord still vacant and positions specifically for unduplicated students)

- 2) Class sizes still too big; need to re-visit classrooms to replace the bungalows as the plan is already ready and hire additional staff
- 3) Some teachers are slow to provide feedback and grade work; need a universal policy
- 4) Some teachers do not contact parents; need a universal policy

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All aspects of the LCAP were influenced by stakeholder input. Meetings were held with stakeholders beginning in March 2021 to discuss the new LCAP process and gather feedback.

# Goals and Actions

## Goal 1

| Goal # | Description   |
|--------|---|
| 1      | All students are provided a high quality education with equitable access to standards based instruction, innovative strategies and programs, and rigorous learning. |

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School's vision is to be highly regarded for its innovative teaching methods that empowers students to be independent, determined, and compassionate global citizens who think critically, collaborate confidently, and work passionately toward a sustainable future. This goal encompasses every aspect of the school's vision in an effort to meet the needs of all students. The academic foundation we are laying includes the full implementation of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and equitable instruction for all students.

## Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|---|----------------|----------------|----------------|--|
| Measurable Outcome for Action Step #1:<br>Purchase or Create an intervention curriculum to be used in all intervention classes | In progress - TBD<br>( to send # of intervention classes in fall) | TBD Year 1     | TBD Year 2     | TBD Year 3     | Standards-based alignment for all classes                                    |
| Measurable Outcome for Action Step #2:<br>Administer MAP assessment to incoming freshman throughout June and July 2021         | Summer 2021 - TBD   | TBD Year 1     | TBD Year 2     | TBD Year 3     | early awareness of student achievement levels in order to plan for each year |
| Measurable Outcome for Action Step #3:   | Departments provide data outlining                                | TBD Year 1     | TBD Year 2     | TBD Year 3     | Maintain the most current and beneficial                                     |

|  |  |            |            |            |   |
|--|--|------------|------------|------------|---|
| Consult with departments to provide differentiated standards-based instructional materials   | performance of all students as a result of new instructional materials.. |            |            |            | instructional materials for teachers annually   |
| Measurable Outcome for Action Step #4:<br><br>Hiring tutors to support core classrooms based on schoolwide data beginning with large class sizes and expanding over a two year period              | Approximately 20 classrooms in need of tutors                            | TBD Year 1 | TBD Year 2 | TBD Year 3 | Tutors will provide support for student learning in large classes to improve student achievement                    |
| Measurable Outcome for Action Step #5:<br><br>Quarterly disaggregated data will be submitted to administrative directors; also department meetings will be held to discuss progress and reteaching | Data will be used to identify subjects and students in need of support   | TBD Year 1 | TBD Year 2 | TBD Year 3 | Data will be used for reteaching, identification of strengths and weaknesses in individual classes and course alike |
| Measurable Outcome for Action Step #6:<br><br>Scheduled department retreats in order to share teaching practices   | Retreats will begin Fall 2021  | TBD Year 1 | TBD Year 2 | TBD Year 3 | Foster more department collaboration for vertical and horizontal planning   |
| Measurable Outcome for Action Step #7:   | 0 held last year due to COVID 19 pandemic                                | TBD Year 1 | TBD Year 2 | TBD Year 3 | Ensure students are receiving most  |

|   |   |            |            |            |                                |
|---|---|------------|------------|------------|--------------------------------|
| Scheduled of dates on which depts will work to meet outside of work hours                               |   |            |            |            | rigorous and relevant teaching |
| Measurable Outcome for Action Step 8:<br>% of departments that reviewed and/or modified curriculum maps | 50% departments currently engage in this work | TBD Year 1 | TBD Year 2 | TBD Year 3 |                                |

## Actions

| Action # | Title                              | Description   | Total Funds | Contributing |
|----------|------------------------------------|---|-------------|--------------|
| 1        | Action 1: Targeted Intervention    | Provide timely intervention with a common curriculum in the form of support classes for targeted students   | \$10,000    | Y            |
| 2        | Action 2: Assessment of Learning   | Assess students at end of 2021 year or summer 2021 to notify parents where they are performing  | \$25,000    | Y            |
| 3        | Action 3: Instructional materials  | Standardize instructional materials for all subject areas.  | \$500,000   | Y            |
| 4        | Action 4: Teacher Support          | Increase in-class teacher support by hiring paraprofessionals and/or tutors beginning with core classes and high student populations with the intent to expand over two years.  | \$460,000   | Y            |
| 5        | Action 5: Common Assessment        | Use common assessments (formative, interim, summative) to gauge student progress.   | \$100,000   | Y            |
| 6        | Action 6: Department Planning Days | Departments or Course-Alikes must host bi-annual professional development retreats focused on curriculum maps, vertical alignment, data analysis, development/calibrating formative assessments and implementing research based instructional strategies. | \$75,000    | Y            |
| 7        | Action 7: Curriculum Map Review    | Departments will modify and adjust curriculum maps in order to meet the needs of all learners. Attention to vertical and horizontal alignment is integral to the successful implementation of the purchased/modified curriculum.                          | \$100,000   | Y            |
| 8        | Action 8: Hire Data Coordinator    | Data Coordinator will support Curriculum & Instruction to analyze school and grade level data with departments and individual teachers.   | \$130,000   |              |



|  |  |   |     |   |
|--|--|---|-----|---|
|  |  | Will also present data in professional development and board meetings in conjunction with Administrative Directors. | (?) | Y |
|--|--|---|-----|---|

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Goal 2

| Goal # | Description  |
|--------|--|
| 2      | All students will graduate college and career ready as well as increased Graduation Rate for Students with Disabilities, LatinX, English Learners, African American students, Foster Youth, and Homeless Youth |

An explanation of why the LEA has developed this goal.

El Camino Real Charter High School places students' preparation for colleges/universities and/or careers of high importance. We recognize that not all students will attend college/university but we advocate that those who have a desire, should be well prepared to do so after leaving ECRCHS. Since preparation is the key, this goal increases the expectations of students to challenge themselves by taking rigorous courses, teachers to expose students to rigor and higher order thinking skills, and staff to create opportunities with few barriers that lead to the specific pathways students desire.

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Measurable Outcome for Action Step #1: Create one to two CTE pathways.  | Currently ECR has CTE elective classes but does not have any CTE pathways.   | TBD Year 1     | TBD Year 2     | TBD Year 3     | Provide more post-secondary options for students who do not desire to attend college |
| Measurable Outcome for Action Step #2: Freshmen will have a minimum of three or more academic classes in their 9th grade schedules. | The year of 2020-2021 was the first year that we offered CP world history to our incoming 9th grade students, along with AP human geography and AP | TBD Year 1     | TBD Year 2     | TBD Year 3     | Increased rigor and offering of higher level classes                                 |

|  |  |            |            |            |   |
|--|--|------------|------------|------------|---|
|  | environmental science.   |            |            |            |   |
| Measurable Outcome for Action Step #3:<br>Increase A-G completion rate by 10% over three years   | The A-G completion rate for the class of 2020 was 55.9%  | TBD Year 1 | TBD Year 2 | TBD Year 3 | Increase support for those who desire college so that they are successful   |
| Measurable Outcome for Action Step #4:<br>Increase dual enrollment and concurrent enrollment participation   | ECR currently has one junior cohort for dual enrollment and one senior cohort for dual enrollment.<br><br>Not currently tracking concurrent enrollment classes.                                  | TBD Year 1 | TBD Year 2 | TBD Year 3 |   |
| Measurable Outcome for Action Step #5:<br>Increase enrollment of each subgroup (i.e., FRMP, Latinx and African American students) in AP classes by 7% each | In the fall of 2020, the % of students enrolled in at least one or more AP class by subgroup:<br><br>25% of African American Students<br><br>27% of Latin X students<br><br>XX% of FRMP students | TBD Year 1 | TBD Year 2 | TBD Year 3 | Increase outreach and interactions with subgroups (and parents) so they are aware of ECR AP offerings and the support provided to help them be successful |
| Measurable Outcome Provide 1-2 college and career focused PD trainings for the staff per school year.  | In the year 2020-2021, there were 0 college and career focused PDs offered to the staff.   | TBD Year 1 | TBD Year 2 | TBD Year 3 | Collaborate with staff to increase awareness of college/career options  |
| Measurable Outcome for Action Step #7:<br>Increase # of students who earn  | 132 students earned the seal of biliteracy in 2021   | TBD Year 1 | TBD Year 2 | TBD Year 3 | An opportunity to earn a distinction upon graduating with support from teachers and staff   |

|  |  |            |            |            |  |
|--|--|------------|------------|------------|--|
| the seal of biliteracy by 15%.   |  |            |            |            |  |
| Measurable Outcome for Action Step #8: Continue to fund the PSAT for the 9th-11th grade students.  | ECR has funded the PSAT for 9th-11th graders.  | TBD Year 1 | TBD Year 2 | TBD Year 3 | Cover the cost to all students so that PSAT testing is accessible to all students                      |
| Measurable Outcome for Action Step #9: Quarterly after hour events hosted by counselors and weekly extended hours to meet with counselors. | In the year 2019-2020, counselors offered weekly extended hours but were not able to do so in the year 2020-2021 due to COVID. | TBD Year 1 | TBD Year 2 | TBD Year 3 | Be available to parents and students after general work hours to answer questions and increase contact |
| Measurable Outcome for Action Step #10: Increase to at least 9 academic counselors.  | ECR currently has 7 academic counselors with an average caseload of about 480 students.  | TBD Year 1 | TBD Year 2 | TBD Year 3 | Lower counselor caseload thereby allowing counselors the opportunity for more one on ones.             |

## Actions

| Action # | Title  | Description   | Total Funds      | Contributing |
|----------|--|---|------------------|--------------|
| 1        | Action 1: Develop CTE curricula                    | Develop our CTE course pathway curriculums aligned to CTE standards to support students who are career minded   | \$25,000         | Y            |
| 2        | Action 2: Increase Rigor                           | Enhance the rigor for the 9th grade year. (including, but not limited to the addition of a college preparatory science, world history, or world language course)      | \$50,000         | Y            |
| 3        | Action 3: Prioritize A-G Completion rate           | Increase A-G completion rate for all students with special attention to our subgroups.  | \$40,000         | Y            |
| 4        | Action 4: Increase college/university partnerships | Increase collaboration with colleges and universities by increasing the number of students enrolled in our dual enrollment program and concurrent enrollment classes. | \$0 (included in | N            |

|    |   |  | materials budget) |   |
|----|---|--|-------------------|---|
| 5  | Action 5: Expand AP services              | Expand student support, access, and equity to AP classes, identified by AP potential, focusing on the most vulnerable student populations.   | \$31,000          | Y |
| 6  | Action 6: Professional Development        | Provide meaningful, relevant, and up-to-date training and professional development to promote a college-going culture and/or career exploration to help teachers, counselors, and administrators understand the college admissions landscape | \$84,000          | Y |
| 7  | Action 7: Biliteracy                      | Continue and increase number of students who qualify for the state Seal of Biliteracy  | \$0               | N |
| 8  | Action 8: PSAT Funding                    | Continue to fund the PSAT for 9th-11th grade students.   | \$40,000          | Y |
| 9  | Action 9: After-hours Counseling Services | Provide more after hours services for families to attend informational meetings regarding A-G, college admissions and other college topics.  | \$10,000          | Y |
| 10 | Action 10: Hire two new counselors        | Increase access to counselors by hiring two new counselors.  | \$260,000         | Y |

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

### Goal 3

| Goal # | Description  |
|--------|--|
| 3      | Provide a safe, more inclusive, and culturally competent learning environment through targeted efforts that support students of color, students experiencing opportunity gaps and LGBTQ+ students. |

An explanation of why the LEA has developed this goal.

Here at El Camino Real Charter High School, we want to more adequately promote safe spaces where students can speak openly and explore assumptions about issues related to race, class, culture, gender, religion, etc. Further, we want our staff to learn and implement strategies for creating classrooms that are culturally inviting to all. We want underrepresented groups to feel empowered and encourage a celebratory approach to culture and history.

### Measuring and Reporting Results

| Metric   | Baseline        | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|-----------------|----------------|----------------|----------------|--|
| Measurable Outcome for Action Step 1:<br><br>Create a calendar for equity professional development for staff | In progress 50% | TBD Year 1     | TBD Year 2     | TBD Year 3     | Consistent and on-going professional development that create more awareness of interactions and sensitivity to diverse communities |

|  |   |            |            |            |  |
|--|---|------------|------------|------------|--|
| Measurable Outcome for Action Step2: Monthly social-emotional events calendar  | Create community and staff events promoting wellness  | TBD Year 1 | TBD Year 2 | TBD Year 3 | Workshops and events that improve mental health for staff and students               |
| Measurable Outcome for Action Step 3: Increase awareness of parent groups and facilitates communication among all stakeholders via ECR communication platforms | Identification of at risk students and their parents. | TBD Year 1 | TBD Year 2 | TBD Year 3 | Consistent communication between parents and school to increase student achievement. |

## Actions

| Action # | Title           | Description  | Total Funds | Contributing |
|----------|-----------------|--|-------------|--------------|
| 1        | Equity Training | Offer ongoing equity based training and professional development in culturally responsive teaching to all staff. | \$20,000    | Y            |

|   |                                  |   |          |   |
|---|----------------------------------|---|----------|---|
| 2 | Cultural Workshops & Experiences | Provide culturally based motivational workshops, learning experiences, field trips, and assemblies, or clinics utilizing in-house and outside professionals to meet social emotional needs of learners and staff. | \$25,000 | Y |
| 3 | Underserved Parent Groups        | Maintain active status of parent and student groups that represent students experiencing opportunity gaps.  | \$ 0     | Y |

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.



## Goal 4

| Goal # | Description   |
|--------|---|
| 4      | All parents of the school community will have increased, authentic, safe opportunities to give input with regular, effective, two-way communication for shared decision-making. |

An explanation of why the LEA has developed this goal.

We believe that better communication amongst the school community serves to increase academic achievement overall. Parents as partners is a concept we want to live by at El Camino Real Charter High School. Research shows that parent involvement improves student academic achievement as well their motivation to succeed. The school, as well, is an integral part of this process and therefore must create steps to improve opportunities for stakeholders to communicate and participate through feedback, surveys, meetings, and events that build a community of support.

## Measuring and Reporting Results

| Metric   | Baseline                      | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|-------------------------------|----------------|----------------|----------------|---|
| Measurable Outcome for Action Step 1:<br><br>Meeting logs; newsletter and website postings | Attendance at current meeting | TBD Year 1     | TBD Year 2     | TBD Year 3     | Keep parents regularly informed of school initiatives, events, decisions, meetings, academics, athletics, etc |

|   |   |                   |                   |                   |  |
|---|---|-------------------|-------------------|-------------------|--|
| <p>Measurable Outcome for Action Step 2:</p> <p>Planned meeting dates with Instructional Cabinet; Agendas</p>                   | <p>Committee of 7 is currently formed</p>                             | <p>TBD Year 1</p> | <p>TBD Year 2</p> | <p>TBD Year 3</p> | <p>Allow teacher leaders an opportunity to hear directly from parents as it relates to instruction</p> |
| <p>Measurable Outcome for Action Step 3:</p> <p>Use of current communication systems to send parent notifications via text</p>  | <p>0% parents receiving text messaging communications from ECRCHS</p> | <p>TBD Year 1</p> | <p>TBD Year 2</p> | <p>TBD Year 3</p> | <p>100% of parents receiving text messaging communications</p>   |
| <p>Measurable Outcome for Action Step 4:</p> <p>School creates a "How to sign up for Canvas?" Loom video placed on homepage</p> | <p>28%parents signed up for Canvas Account (get actual number)</p>    | <p>TBD Year 1</p> | <p>TBD Year 2</p> | <p>TBD Year 3</p> | <p>100% of parents are signed up for a Canvas account</p>  |
| <p>Measurable Outcome for Action Step 5:</p> <p>Hiring of Social</p>  | <p>Position not currently filled; 0% toward goal attainment</p>       | <p>TBD Year 1</p> | <p>TBD Year 2</p> | <p>TBD Year 3</p> | <p>1 marketing coordinator is hired; 100% filled</p>   |

|  |   |            |            |            |   |
|--|---|------------|------------|------------|---|
| Media/Outreach/Marketing position  |   |            |            |            |   |
| Measurable Outcome for Action Step 6:<br><br>All enrolled parents for 2021-2022 will be prompted to create, update, and verify Aeries account during Welcome Week and other events | Increase in number of parents reporting being able to access Aeries | TBD Year 1 | TBD Year 2 | TBD Year 3 | Easily access students grades and other pertinent information |

## Actions

| Action # | Title                         | Description   | Total Funds | Contributing |
|----------|-------------------------------|---|-------------|--------------|
| 1        | Chat with Directors           | Continue hosting Chat with the Directors on a biweekly basis  | \$ 2500     | Y            |
| 2        | Parent Group collaboration    | Invite parent groups to some Instructional Cabinet meetings to share pertinent information and build school-home relationships        | \$ 0        | N            |
| 3        | School to Home Communications | Provide text messaging and other types of communications for parents and staff.   | \$15,000    | Y            |
| 4        | Canvas Parent Signup          | Increase parent engagement and education on Canvas/Canvas app.  | \$0         | N            |
| 5        | Marketing Initiatives         | To promote ECR marketing efforts via marketing firm partnership, social media campaigns, search engine optimization, and print media. | \$90,000    | Y            |
| 6        | Aeries Parent Connection      | Increase parent usage and presence on Aeries in order to improve interaction.   | \$0         | N            |

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

# Goal 5

| Goal # | Description  |
|--------|--|
| 5      | Provide specific support to meet social- emotional, mental health, and physical needs of all students. |

An explanation of why the LEA has developed this goal.

[Respond here]

## Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|----------------|----------------|----------------|---|
| Measurable Outcome for Action Step 1:<br>Onboarding of new PSW   | 0% position is currently unfilled                 | TBD Year 1     | TBD Year 2     | TBD Year 3     | Provide on-site mental health services and support for students                               |
| Measurable Outcome for Action Step 2:<br>Onboarding of MSW Intern through the school mental health MOU             | 0% currently no interns                           | TBD Year 1     | TBD Year 2     | TBD Year 3     | need to delete as the district is no longer allowing this...                                  |
| Measurable Outcome for Action Step 3:<br>Daily and weekly support services will be offered in the wellness center. | T-30 has been designated for the wellness center. | TBD Year 1     | TBD Year 2     | TBD Year 3     | Privacy and a safe space for students and staff to receive mental health support and services |
| Measurable Outcome for Action Step 4:<br>Identification of students and Training schedule                          | Students have been identified by the PSW.         | TBD Year 1     | TBD Year 2     | TBD Year 3     |   |

|                                       |  |            |            |            |  |
|---------------------------------------|--|------------|------------|------------|--|
| Measurable Outcome for Action Step 5: | New initiative; all teachers and staff will attend (appcx 175) | TBD Year 1 | TBD Year 2 | TBD Year 3 | Expose staff to training that will allow them to effectively support student behaviors |
|---------------------------------------|--|------------|------------|------------|--|

## Actions

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1        | Increased Mental Health Support               | Add a second Psychiatric Social Worker (PSW) to provide increased mental health support on campus  | \$138,000   | Y            |
| 2        | Graduate Interns to support Mental Health     | Graduate level mental health interns working towards their MSW and/or PPS credential will support the PSW by meeting the social emotional and mental health needs of all students and parents on-site.               | \$0         | N            |
| 3        | Create Wellness Center                        | Create an on-campus wellness center to provide a safe and welcoming space for students, parents, and staff to meet their social-emotional needs, reduce stigma related to mental health needs, and provide resources | \$15,000    | Y            |
| 4        | Psychological First Aid Training              | Train student/peers in psychological first aid to provide peer support in the Wellness Center  | \$10,000    | Y            |
| 5        | SEL and Restorative Justice Training to Staff | Provide training to staff on social emotional learning and restorative practices.  | \$10,000    | Y            |

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable this year.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 10%  | [Insert dollar amount here]  |
|  |  |
|  |  |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

This section represents evidence of implementation of interventions and supports designed to meet the learning needs of all students, including socio-economically disadvantaged/students eligible for free and reduced-price meals, English Language Learners and implementation of the school’s Master Plan for English Learners, and programs and activities target to meet the needs of our homeless/foster youth students.

All ECRCHS students, including all subgroups, have access to all the intervention and support programs offered at the school. These include:

- After school Math classes for all students failing at the Spring 20-week report card
- After school Math Department tutoring
- Peer tutoring (P.E.T.S.) Monday through Thursday at lunch
- After school Health and Electives

- We offer a variety of electives courses through Cyber High.

- Study skills classes



- Study Skills classes are offered throughout the day and period 7, after school, for credit.

- Referral to the Intervention Coordinators. We have one school-wide Intervention Coordinator and one for each of the subgroups, Latino, African American, and LGBTQ.
- Many teachers offer tutoring before school, during lunch, and after school.
- ECR FLEX Alternative Education and Independent Study Programs
- Cyber High: All subjects except science are offered after school.

The counselors and the intervention coordinators log SSPT meetings & agreed upon intervention strategies offered into Aeries and monitor progress during individual programming sessions and throughout the year as needed. The counselor and intervention coordinators also make parent contact for students who are not responding to extra academic intervention.

Students needing a different learning environment from the one offered in our general program have access to our unique ECR FLEX Alternative Education Program. This program is based on the Continuation School model and allows students to work at their own pace and receive more individualized help. The program is three tiered, offering a full-time, pass-thru (up to 3 classes), and period 7 Cyber High scheduling options.

Students who are unable to attend school on a regular basis have access to our Independent Study Program. Although the reason for needing a nontraditional educational setting varies, most students enroll due to medical issues, family crisis and matters related to socioeconomics. This program allows flexibility in the student's schedule. Students trade classwork in school for classwork at home. Students enrolled in this innovative program are assigned a Master teacher who meets with them each week. The Master teacher is their mentor, checking homework, and facilitating communication between the High Qualified teacher of each subject. In addition to meeting with their Master teacher, Independent Study students are encouraged to come as needed and sit in the subject classroom for any assistance with courses assigned. We currently have three full time, and two part-time, Master teachers. Additionally, there are designated times during the week for small group help in science, math, and English. All Independent Study students are encouraged to attend these sessions in addition to their weekly allotted time with their Master Teacher.

Teachers are periodically reminded of the various interventions offered at the school at professional development meetings. The administrator in charge of ECR FLEX starts each school year with a recap of the successes and data related to the various interventions. This also includes the referral process and any new programs added. In the spring semester students from the various programs address the faculty.

ECRCHS offers a Summer Bridge/Transition program for incoming 9th graders who struggled in Math and English. The class provides a mathematics course and a study/literacy skills course. These courses focus on academic learning and include activities on team building, personal development and group projects that help students have a successful transition from middle school to high school.

English Language Learners

In Fall 2020, we implemented an Adv ELD class for our EL and LTEL students. This new class follows LAUSD's Master Plan. The course supports core classes at an accessible reading level for students so that language and literacy skills directly support the students' skill development. It also incorporates daily practice in developing oral and written academic discourse through carefully planned and implemented interactive activities. When students struggle, the teacher works with the student's other teachers (learning lab approach). The class is taught by the EL Coordinator who is also an English teacher and one bilingual college tutor.

The following list outlines additional supports provided for our English Learners:

- Counselors are given spreadsheets of their EL and RFEP students along with English and Math final marks each semester.
- Each semester the administrator in charge of EL and RFEPs meet with the counseling staff to verify that all the students are being monitored and intervention is offered throughout the school year.
- At the beginning of each semester, English teachers, and Math teachers are given the prior year's final grade in their field. This allows a better focus on the struggling students.
- The EL coordinator meets with all departments during Department PD time to further understand the needs of the EL population. Additional support or professional development is planned according to their input.
- We have added monthly Language Appraisal Team, LAT, meetings to our school calendar. The group is comprised of all department chairs, instructional coaches, intervention coordinators, EL coordinator and administration. Primary purpose of LAT is to learn and discuss strategies for implementing ELD standards and literacy for our EL students throughout the curriculum.
- Language fluency is identified on all class attendance sheets.
- Monthly ELAC meetings discuss with parents the academic interventions that are available to their students.
- Since laptops are given to every student at El Camino, this allows translation and reading levels for our EL Students.
- One of our Assistant Principals and the Executive Director are our bilingual liaisons for Spanish speaking parents. We have a math teacher who can help us with Farsi speaking parents.

In addition to all supports described in this section, our low-income students have access to the following unique supports:

- Bus passes are purchased by the school to improve attendance.
- Although all students here receive a laptop while they attend ECR, library hours with Wi-Fi accessibility were added to target this population.
- FRPM students are eligible for a free Hot-Spot WIFI device.
- PE uniform and school supplies are provided when needed.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

### Homeless and Foster Care

Two years ago, we established a Homeless/Foster/Migrant Youth Liaison who works with LAUSD to coordinate extra services for those students who require it. Additionally, our school entered into an MOU to provide Mental Health Services to our Title I, Foster, and group home students.

Students who are homeless or are in foster care and are having difficulty attending school on a regular basis due to home environment circumstances are given the option of Independent Study with the extra support of coming to school and sitting in a class whenever they can. School supplies, PE uniform, bus passes are also provided if needed.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions



- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for Year 3 (2023-24)                                       |
|--|--|--|--|--|--|
| Enter information in this box when completing the LCAP for <b>2021–22.</b> | Enter information in this box when completing the LCAP for <b>2021–22.</b> | Enter information in this box when completing the LCAP for <b>2022–23.</b> Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24.</b> Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25.</b> Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22.</b> |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## **Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.



- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.